

Welcome to Year 2

Judith Kerr
Mrs Amey
Miss Alam



Mini Grey
Miss Ahmed



Radindranath Tagore
Mrs Graham



The children will be learning about their inspirational author, so please ask them to tell you what they have learnt.

Curriculum

Mayespark Primary School: Long Term Plan - Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2
Writing Texts	Troll Swap by Leigh Hodgkinson	The Owl Who Was Afraid of the Dark by Jill Tomlinson	The Dragon Machine by Helen Ward, The Dragonsitter by Josh Lacey	Major Glad, Major Dizzy by Jan Oke		The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
Science	Plants	Animals including Humans	Uses of Everyday Materials		Living Things and their Habitats		
Art & Design	Mix It	Still Life				Portraits & Poses	
Computing	Computing systems and networks: IT around us Online safety	Creating media: Digital photography Online safety	Programming A: Robot algorithms Online safety	Data and information: Pictograms Online safety		Creating media: Digital music Online safety	Programming B: Programming quizzes Online safety
DT			Structures Product: Bridges		Food Technology Product: Vegetable salad		
Geography			How would we get around the snow?	What will the weather be like today?		What is it like in Africa?	
History	Why did the fire of London spread?	Why should we remember them?					How do our houses differ?
Metacognition	What is metacognition and how do I learn?	What is the difference between a growth mindset and a fixed mindset?	What makes a successful learner?	How can asking questions help me?		How can I organise my thoughts clearly?	
Music	Tony Chestnut (beat and rhythm)	Christmas Production	Grandma Rap (duration)	Crows (rhythm, structure)	Trains (volume, dynamics)	Swing-a-long with Shostakovich (beat groupings)	Charlie Chaplin (pitch)
PE	Outdoor: Games - fundamentals Indoor: Gymnastics – Points of contact	Outdoor: Games - fundamentals Indoor: Dance – Great fire of London	Outdoor: Games - fundamentals Indoor: Gymnastics – Ball, tall, wall	Outdoor: Games - fundamentals Indoor: Dance - friendships		Outdoor: Athletics - challenges Indoor: Gymnastics – Ball, tall, wall	Outdoor: OAA – trials, trust & teamwork Indoor: Dance – magic friends
RE	Who is a Muslim and what do they believe?		How do the stories of Jesus inspire Christians today?	What do Christians do at Easter and why is it important to them?		Who influences our lives?	In what ways are places of worship important to believers? (church focus)
RSHE	Relationships	Wellbeing	Community	Online Awareness		Wellbeing	Being Safe

Big Picture

Here you can find information about what we will be teaching your child in each subject.

Maths

Number within a 100

- recognise the place value of each digit in a two-digit number (tens, ones)
- compare and order numbers from 0 up to 100
- read and write numbers to at least 100
- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Addition and subtraction of 2 digit numbers

- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures

Computing

- Computing systems and networks:
- IT around us
- Online safety spotting fakes

PE

- Outdoor: Games - develop the skills of throwing, catching, dribbling and striking
- Indoor: Gymnastics - points of contact

Music

Children will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion, working by ear.

Metacognition

What is metacognition and how do I learn?

RE

Who is a Muslim and what do they believe?

Writing Text:

Troll Swap by Leigh Hodgkinson

Year 2 Autumn 1



Writing

Writing a story based upon the model text using the pupils' ideas for characters. Using punctuation correctly – full stops, capital letters. Writing expanded noun phrases to describe. Using subordination (because) and coordination (and).

Science

Children will

- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- observe and describe how seeds and bulbs grow into mature plants

History

Why did the Great Fire of London spread?

Understand from a variety of sources how we know about the Great Fire of London and what caused the fire to spread. What were the consequences and change that came as a result?

RSHE

Relationships - understanding how our actions can impact others

Art & Design

- Colour theory
- Colour wheel and colour mixing
- Primary and secondary colours
- Studying artists' use of colour



Also there are suggestions of ways you can support your child with their learning at home.

Ways in which you can support your child at home...

Below is a list of activities available on different websites we subscribe to as a school, for which your child has their own login and password. These activities have been selected for your child to complete this half term, as they support learning in class. If you have difficulty accessing any of the sites, please contact your child's teacher.

Numbots



Log in is in your child's reading record.

The Great Fire of London



<https://www.bbc.co.uk/teach/articles/zknrkhy>

Life cycle of a plant.



<https://www.youtube.com/watch?>

Places to visit

We are very fortunate to live in an area surrounded by many wonderful places to visit. To support your child's learning this half term, why not consider taking a trip to St Paul's Cathedral and see the artefacts from the Great Fire of London and visit monument and Pudding Lane where the fire began.

Reading

In Year 2 we expect that children read six times a week for at least 15 minutes. Please ensure that you sign your child's reading record. Once your child is told they are an Independent Reader they are able to do this themselves. Please also read to your child, they will greatly benefit from this. Goodmayes Library is a wonderful place to visit to encourage your child's love of reading. Children can borrow lots of lovely new stories and read a wide range of books.

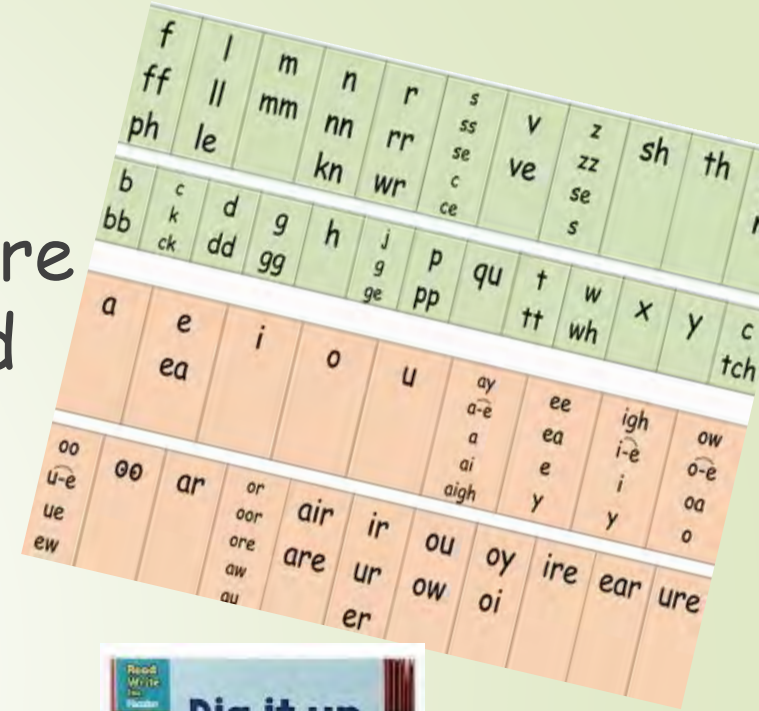
Reading in Year 2.

- Throughout the school day your child will have many opportunities to enjoy and listen to stories.
- Each day your child will practise reading in their RWI lesson.
- They will be listened to read each week by an adult and the teacher will listen to them read at least once every three weeks. The teacher and adult will record what they have read in their home school reading record.



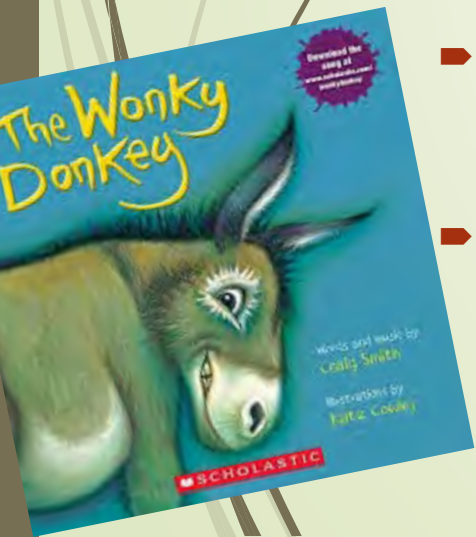
RWI

- Everyday your child will have a RWI lesson, where they will continue to learn their sounds and read books that match their phonic knowledge.
- Once your child has practised reading a book in their lessons they will bring it home to read to you alongside a phonic decodable book. It is really important that your child has the opportunity to read this daily to you to help improve their fluency and comprehension. Please record daily in their home school reading record that they have practised their RWI book.



Ways to support your child with reading at home.

- Each week your child will bring home at least four books.
- Two books will be from our book corners that you can share and read together. It is not expected that your child will be able to read these independently but will enjoy sharing a story with you for pleasure.
- In addition they will bring home a colour banded book or two RWI books that they will read to you. This is practised daily for at least 15 minutes and a comment made in the home school reading record.
- The home school reading record will be checked each day by the class teacher to check children are engaging and practising reading at home.
- Taking your child regularly to the library is a wonderful opportunity to improving their reading. Here they can select books that interest and excite them and develop their passion for reading.
- Extend your child's vocabulary, e.g. instead of saying, "Look at that big dog?"
We could say "Look over there, can you see the enormous dog wagging its tail? It looks exhausted and thirsty."



Your child is reading stage A on the RWI programme.

They are learning set 1 sounds and to blend three letter words.

Please scan the QR codes below for videos to support your child at home.

	
m, a, s, d, t, i, n, p, o, g	c, k, u, b, f, e, l, h, r, j
	
v, w, y, z, x	Blending

In RWI, children will be given a set of QR codes that link to a series of videos which help the children learn the sounds that they are being taught in their lessons. These are sent home every half term.

Home school reading record

The home school reading record will be checked every morning to check that your child has read at home and it has been signed by an adult. Rewards are given each week to children who have read daily at home.

My Reading Books		Level/colour/ point value
Year 1 and 2 Reading at home Reading to your child	Read different books to your child at least six days a week for at least 15 minutes.	
Hearing your child read	Listen to your child read at least six days a week. Talk about what they have read referring to the questions in your child's reading record.	
Signing your child's reading record	Sign and date your child's reading record each day with the book they have read to you.	
Changing books	School books will be changed at least weekly and a school adult will sign your child's reading record weekly.	
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading
2.	
	Reading Targets I can retell the story in order and talk about the important parts. ☆☆☆☆
4/09/21 The great spaghetti race Mrs. Amey	All really enjoyed this story. He decoded the words using his sounds and talked about the story. ☆☆☆☆☆
5/09/21 The great spaghetti race.	Ali read well. He could tell me about his favourite character. Mum. ☆☆☆☆☆
6/09/21 The big present.	Ali read most of the words on his own. He found the word 'present' tricky. Dad. ☆☆☆☆☆
7/09/21. The big present.	Ali enjoyed the ending to the story. He told me what he liked. Mum. ☆☆☆☆☆
Tricky words, or words to practise	



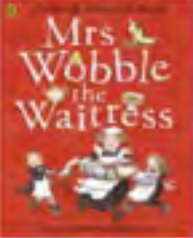
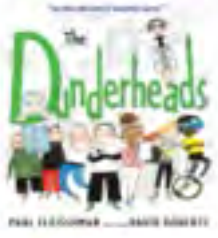
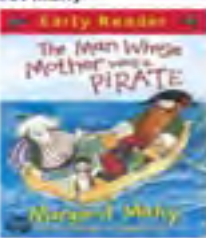
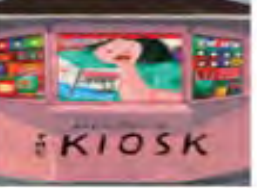
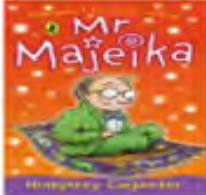
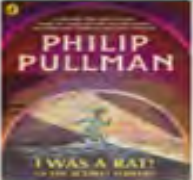
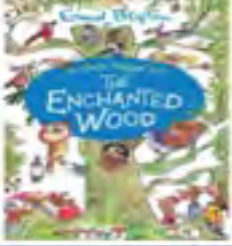
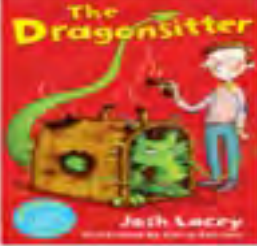
Your child's reading target will also be in the record so that they can practise this target at home.

In the reading record you will find useful questions to ask your child as well as sounds and words to practise.

Expectations of reading

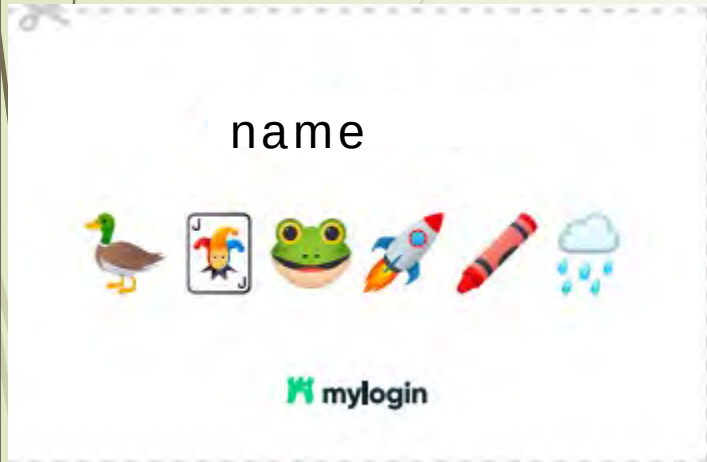
Year 1 and 2 Reading at home	
Reading to your child	Read different books to your child at least six days a week for at least 15 minutes .
Hearing your child read	Listen to your child read their RWI/ book bag book or school banded book at least six days a week. Talk about what they have read referring to the questions in your child's home reading record.
Signing your child's reading record	Sign and date your child's home reading record each day, recording the book they have read to you.
Changing books	School books will be changed at least weekly and a school adult will sign your child's reading record weekly. Class teachers will check home reading records daily and will hear your child read once every three weeks.

Recommended reading in Year 2

Salty Dogs by Matty Long 	Don't Look in this Book by Samuel Langley-Swain 	Dr Xargle's Book of Earthlets by Jeanne Willis 	Mrs Wobble the Waitress by Allan Ahlberg 	The Dunderheads by Paul Fleischman 	The Man Whose Mother Was a Pirate by Margaret Mahy 
The Kiosk by Anete Melece 	The Legend of Spud Murphy by Eoin Colfer 	The Problem with Pierre by C.K. Smouha and Suzanna Hubbard 	The Giraffe and the Pelly and Me by Roald Dahl 	Mog Time Treasury: Six Stories About Mog the Forgetful Cat by Judith Kerr 	Uncle Gobb and the Dread Shed by Michael Rosen 
Mr Majeika by Humphrey Carpenter 	Jinnie Ghost by Berlie Doherty 	I Was a Rat! Or, the Scarlet Slippers by Philip Pullman 	Mr Wolf's Pancakes by Jan Fearnley 	Gobbolino the Witch's Cat by Ursula Williams 	The Enchanted Wood by Enid Blyton 
The Day The Crayons Quit by Drew Daywalt 	Tuesday by David Wiesner 	Beaver Towers by Nigel Hinton 	Clarice Bean, That's Me by Lauren Child 	The Dragonsitter by Josh Lacey 	
A Royal Lullabyhullabaloo by Mick Inkpen 	Triangle by Mac Barnett 	Fungus the Bogeyman by Raymond Briggs 			

Mylogin

In the back of your child's reading record you will find their password for mylogin. This will allow you to access Google Classroom and Numbots.



Google Classroom is where the homework can be found each week.



Numbots is a maths programme which helps to develop your child's mental maths.

A guide to setting up mylogin.

MyLogin (formerly Wonde)

Google search for MyLogin or go to <https://app.mylogin.co/my/login>

Enter the name of the school and click select

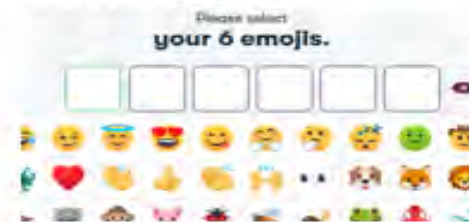


Click Log in using Emojis

How would you like to log in?

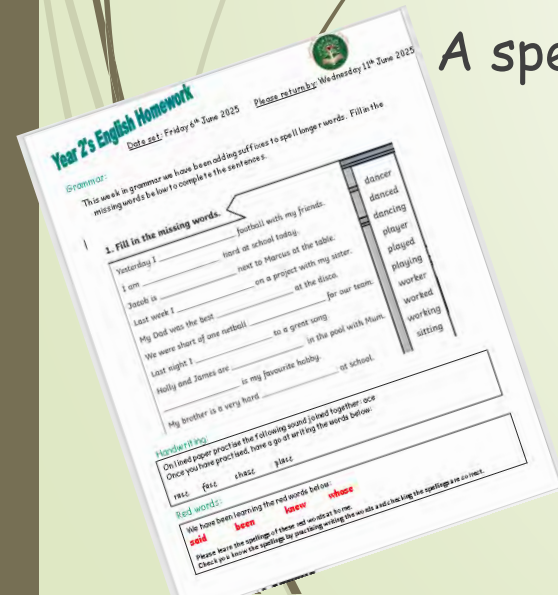


Enter your Emoji password



Homework

- Homework is set on Google Classroom. Each child has a log in but please ask your class teacher if you don't have one.
- Home work will begin the week starting the 7th September.
- Each week there will be a piece of English and Maths to complete which reflects their learning for that week.
- Please hand the book to the class teacher who will mark the work and hand it back to you.
- Homework is set on a Friday and handed in by the following Wednesday.
- In addition every week there will be spellings sent home by your child's RWI teacher. A spelling test will be on Thursday and new spellings will be sent home on Friday.



Name: +	RWI Spellings					Date set: 5 th June
Look	Cover	Write	Check	Well Done		
☆	☆	☆	☆	☆		
Words to Learn	Day 1	Day 2	Day 3	Day 4		
down						
yawn						
st raw						
rain						
snail						
train						
spurt						
hurt						
turn						
six						
How did you do?	/10	/10	/10	/10		

Maths in year 2

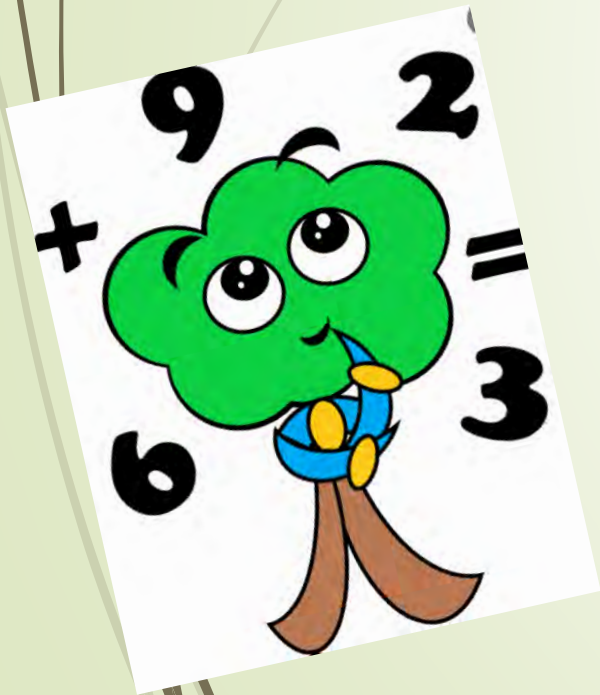
Ways to support your child in maths.

- Counting forwards and backwards in ones to 100
- Counting in 2's, 5's and 10's both forwards and backwards.
- Practise writing both the numeral and word e.g. 9, nine.
- Playing a variety of games.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.ictgames.com/>

Each week your child will get maths homework which will be a reflection of what they have learnt that week.



Uniform Expectations

PE Kits



Jewellery

Jewellery should not be worn for school. If children have pierced ears they should only wear small flush fitting studs. Unsuitable earrings and other jewellery will be removed and locked away for safe keeping for collection at the end of the day. Children may wear watches but must take full personal responsibility for them. During PE lessons any religious jewellery will have to be removed if it is considered a safety hazard.

Blouse/shirt/polo shirt	White
Jumper/sweatshirt/cardigan/fleece	Dark Green
Trousers / Skirt or pinafore dress	Black
Hijab	Black, Dark Green or white – not to be worn past shoulder length for safety
Shoes or trainers	Plain Black, with black laces and soles
Socks or Tights	Black, Grey or White
Summer Dress	Green and white check
PE T Shirt	White

PE Shorts or leggings (for indoor PE)	Black
PE jogging bottoms (for outdoor PE only)	Black
PE Jumper	Green school jumper, no hoodies or other jumpers are allowed
PE Plimsolls	Black
Drawstring Bag	For PE kit

Please ensure all uniform has your child's name on it.

PE

Children are to come into school dressed in their PE kits on their PE days.

PE T Shirt	White
PE Shorts or leggings (for indoor PE)	Black
PE tracksuit or jogging bottoms (for outdoor PE only)	Black
PE Plimsolls	Black

The t-shirt should be plain white (or with a school logo) - **no sports t-shirts are allowed**

The shorts and tracksuit bottoms should also be plain black - no logos

PE days are as follows

Kerr - Wednesday (outdoor) and Thursday(indoor)

Tagore – Tuesday (outdoor) and Thursdays (indoor)

Grey – Wednesday (outdoor) and Thursday (indoor)

Educational visits

In the Autumn Term we will be taking part in an interactive Great Fire of London workshop. We will also be taking regular walks to Goodmayes Library for the children to choose books.



There will be more exciting trips planned throughout the spring and summer term.



Communication

- ➡ Class teachers are always happy to help with any queries.
- ➡ Please contact the office via email or call to arrange an appointment.
- ➡ Translation is available for any parents who need this support.
- ➡ Parents' Evening dates will be available on the school diary.